



Children and Families in Early Education Committee 2023-2024 School Year Recommendations

The Children and Families in Early Education Committee is charged with addressing how we can collectively and effectively serve the needs of our youngest learners in Los Angeles as well as the ways we engage with their parents and families. The 2023-2024 Committee included parents, school leaders, educators, community partners, local and state advocates, labor partners, and childcare providers. They considered topics including an overview of our different program offerings (Universal Transitional Kindergarten, Early Education and Infant Centers, dual language and special education programs), the current state of the mixed delivery child care system, how we measure program quality, and current supports for District employees with young children.

Based on discussions in meetings dated 9/7/23, 10/19/23, 1/18/24, 4/4/24, and 5/21/24 the Committee has the following recommendations:

- **Explore partnership opportunities with home and center providers to meet the diverse needs of families enrolled in Universal Transitional Kindergarten (UTK).** Consider partnerships for full day care or an extended year, while creating career pathway opportunities for students and community members.
- **Prioritize serving more two and three year olds at our Early Education Centers (EECs).** Given the expansion of UTK, pursue legislative advocacy and new district initiatives to make our programs serving two and three year olds more accessible, including:
 - Raising the income thresholds for eligibility to fill available slots.
 - Establishing a sliding scale system with differentiated costs based on income and identifying where we can add programs to offer a competitive lower cost as compared with private options.
- **Tailor marketing strategies to meet families where they are.** In addition to radio, billboard, and television ads that are part of the existing marketing approach, the district should further its canvassing efforts and conduct face-to-face outreach in spaces frequented by families in their particular neighborhoods, such as parks, libraries, local businesses, WIC offices, colleges, healthcare provider offices, or other neighborhood hubs. Marketing should also be conducted in the languages that our families speak.

- **Increase infant aide positions from three to six hours.** Increase employee hours to provide stability for our youngest learners and address barriers to recruiting and retaining the necessary staff to maintain the quality of our programs for babies and toddlers.
- **Partner with external providers in support of the mixed-delivery early education system.** Continue legislative advocacy to support:
 - The development of State's approved alternative payment method that better reflects the true cost of care for childcare providers.
 - The continued investment in developmentally appropriate facilities, increased reimbursement rates, and the expansion of new child care slots.
- **Strengthen the transition from early childhood to kindergarten.** Provide additional support to all staff as they create a developmentally appropriate transition for students from early childhood programs to Kindergarten, including through professional development and increasing opportunities for collaboration between early childhood and kindergarten educators.
- **Leverage early education enrollment data for program expansion.** Work with the data and accountability team to use geographic and other relevant student and community based variables to identify priority areas for program expansion, across all our early childcare program types (e.g. infant centers, dual language programs, and others).
- **Re-open shuttered Early Education Centers (EECs), particularly those that are near our adult education/occupational centers.** EECs on or near occupational centers would not only serve as a teaching/learning opportunity for our adult education students but would also provide childcare for those enrolled in adult education courses.
- **Expand early dual language programs and ensure alignment with relevant resolutions such as "Exito Y Promesa."** Expand the number of early Dual Language programs, including in languages other than Spanish, and work with Human Resources, institutions of higher learning and other stakeholders to strengthen pipelines for and retention of bilingual staff and educators, including by providing a bilingual differential for EEC teachers. Ensure inclusion of CSPP and UTK programs in the target language instruction wherever there is a dual language elementary school.
- **Explore additional ways to support LAUSD employees with young children.** Identify best practices in similar institutions in providing paid family leave, childcare opportunities or stipends, and other benefits to support families. Analyze LAUSD employee data on which employees are taking their leave across position, gender, race, and other factors and assess employee utilization of District early education programs to identify opportunities to increase access. Consider a comprehensive employee survey to better understand employee needs in these areas.